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ABSTRACT

The final report of a faculty development project, sponsored by the Fund for the Improvement of Postsecondary Education, is presented. Project objectives were to: augment the existing Faculty College programming with special focus sessions, featuring national leaders who would treat issues in one of the developing areas of the institution; bring institutional representatives from a variety of postsecondary institutions to the university to observe the Faculty College in operation and study the more general calendar plan and faculty development program; facilitate accelerated change related to faculty development in several selected institutions using alternate resource reallocation models; and evaluate the whole project structure as a model for diffusion innovation among and between postsecondary institutions. The four special sessions concerned high school-university cooperative education programs; educational and training needs and activities in health care delivery, social services, and business; strategies for increasing access in adult education; and improving undergraduate teaching. A summary of project outcomes, brochures, and project activity summaries are included. (SW)

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FINAL PROJECT REPORT

FACULTY COLLEGE

July 1, 1976 - June 30, 1978

BEST COPY AVAILABLE

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Grant No. G007603840

Supported By
The Fund for the Improvement of Post-Secondary Education

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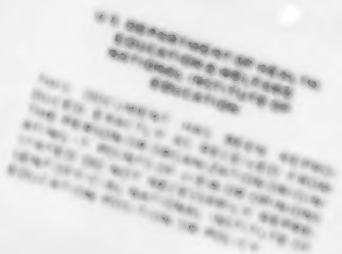


FACULTY COLLEGE

FINAL PROJECT REPORT

I. INTRODUCTION TO THE PROJECT

This project was conducted within the context of several major innovations that were becoming firmly established on the UW-Oshkosh campus.

1. The UW-Oshkosh Calendar, which represents a major restructuring of the fiscal, time, and human resources of a university in order to promote program and instructional innovation, faculty and staff development, and greater efficiency of operations had been implemented on July 1, 1975. Within this calendar, two main 17-week semesters are offered, each having three modules of 7, 7 and 3 weeks. A summer semester of 8 weeks includes two 4-week modules. Courses may be offered intensively over a 3- or 4-week module, less intensively over 7 or 8 weeks, or in the traditional pattern over 14 weeks. Faculty responsibilities remain the same as they had been with an annual teaching load of 24 undergraduate credits and campus-based responsibilities, other than teaching, extending over 34 weeks. The primary contractual difference between the Oshkosh calendar and traditional calendars, however, is that the 34-week period of teaching responsibility may be individually arranged anywhere within the 42 weeks that the university is in session (including the summer semester). Thus, a large portion of the summer program is absorbed within the academic year teaching load, and funds thus released are redirected to support faculty development efforts.

2. The UW-Oshkosh Faculty Development Program was instituted at the same time that the general calendar plan was approved by the university community and the UW System Board of Regents. Supported by institutional base-budget funds at a level of $200,000 per year (in 1975-76 dollars; this figure has been adjusted upward each year to account for inflation), the program has seven components.

   a. The Research Component, supports faculty in one- or two-month research activities.

   b. The Curriculum Development Component, extends similar levels of support for faculty engaging in curriculum design work that is clearly above load.

   c. The Needs Component supports faculty in professional problem-solving roles (other than teaching) that meet short-term, commonly accepted needs of the university.

   d. The Off-Campus Component supports faculty attendance at intensive workshops and short courses at off-campus locations.

   e. The Institutes Component promotes the development of interdisciplinary groups of faculty focusing their collective professional expertise on problems and issues of mutual concern.

   f. The Professional Development Semester supports extended periods of full-time off-campus professional development activity (typically a Fall or Spring semester and the contiguous summer semester).

3. The seventh component of the Faculty Development Program, the Faculty College was the focus of the project activity. The Faculty College is a program of in-service workshops, seminars, short courses, general interest seminars, etc., that are scheduled each year during the 3-week

sessions at the end of the Fall and Spring semesters. During these periods, only a small fraction of the faculty are teaching, yet a majority of them are under a contractual obligation. Faculty are free to engage in any type of professional development activity that meets the approval of their department, and many use this time to participate in a selection of Faculty College sessions. Since many of the College sessions are led by UW-Oshkosh faculty, the College illustrates particularly well how the Calendar Plan and Faculty Development Program permit the reallocation of the fiscal, time, and human resources of the institution to promote professional development.

In brief, the project was to: (i) augment the existing Faculty College programming with special focus sessions, featuring national leaders who would treat issues in one of the developing areas of the institution; (ii) bring institutional representatives from a variety of post-secondary institutions to UW-Oshkosh to observe the Faculty College in operation and study the more general Calendar Plan and Faculty Development Program; (iii) facilitate accelerated change related to faculty development in several selected institutions using alternate resource reallocation models; and (iv) evaluate the whole project structure as a model for diffusing innovation among and between post-secondary institutions.

II. DESCRIPTION OF PROJECT ACTIVITIES AND OUTCOMES

A. The Special Focus Sessions

1. Project Activities: As specified in the original project proposal, a special focus session was developed and conducted within each of the four Faculty College sessions during the two project years. The four sessions are described in the copies of the several brochures attached to this section of the final report.

January 11-14, 1977: High School-University Cooperative Education Programs. The session featured an in-depth, comparative analysis of four different models for extending college-level educational experiences to gifted high school students. Programs represented were Project Advance (Syracuse), Matteo Ricci (Seattle University), Cooperative Academic Placement Program (UW-Oshkosh), and 1-8-1-8 (St. Louis University).

May 23-26, 1977: Educational and Training Needs and Activities in Health Care Delivery, Social Services, and Business. Four nationally known figures examined the existing and emerging educational and training needs, functions, and activities in these societal sectors, with a view toward defining an emerging role for post-secondary institutions in meeting them.

January 9-10, 1978: Strategies for Increasing Access in Adult Education. Five individuals prominent in adult education described alternate strategies for achieving the general goal of increasing access for adult learners. In addition, several alternate program models were described in detail.

May 22-24, 1978: Improving Undergraduate Teaching. Three individuals prominent in the field made presentations focusing on different aspects of the problem. The primary purpose of the session was to review alternate ways in which institutions are approaching the issue.

2. Promotion

A special brochure was developed for each session and widely distributed to UW-Oshkosh faculty. In addition, brochures were mailed to

Wisconsin post-secondary institutions (typically the chief academic officer), and individuals in the region that were likely to be interested in the program.

3. Attendance

Attendance at the special focus sessions was particularly good, ranging from 35-40 (High School-University Cooperative Education Programs) to 175-225 (Strategies for Increasing Access in Adult Education). All drew visitors from other UW-System campuses and regional educational institutions. (Note: a typical Faculty College session at UW-Oshkosh draws 15-25 participants.)

4. Response of Those Attending

A sample of those attending each Faculty College session are routinely asked to evaluate the program using a 10-item survey instrument, and a similar process was used to evaluate the special focus seminars. The evaluation results for the special focus sessions are fairly typical of other Faculty College seminars.

For a complete description of the evaluation instrument and the results for each session, reference should be made to Table 1 of the formal Evaluation Report for this project.

5. Outcomes

Each of the special focus sessions has made a substantial contribution to the development of related programs and services of UW-Oshkosh. It is , of course, impossible to partition out the unique contribution that the fact of just having the session had on our faculty and others attending. Nonetheless, note should be made of the following:

a. Since the conference on High School - University Cooperative Programs, the UW-Oshkosh program (CAPP) has continued to grow. Among those attending the conference were key administrators from Omro High School. Omro is now involved in CAPP, using a delivery model similar to that of Project Advance at Syracuse. Negotiations are currently nearing completion with several other high schools sending administrative and faculty representatives to the conference.

b. The second conference served as a springboard from which the UW-Oshkosh College of Education launched a planning effort to develop a B.S. program in Human Services, using an extended degree format. Since that time, the UW System has given UW-Oshkosh the program entitlement, and the College has changed its name to the College of Education and Human Services. The program will begin taking admissions in January, 1979.

c. The Adult Education Conference was followed up by a substantial institutional effort to plan, develop, and mount a Bachelor of Liberal Studies program using a weekend college format. Five to six person teams of UW-Oshkosh faculty and staff travelled to examine programs at Wayne State, Mundelein, Evansville and several other colleges and universities. Entitlement to offer the BLS was given to UW-Oshkosh in Fall, 1978. The program will begin in February, 1979. Continuing close contacts with Otto Feinstein (Wayne State) has led to the involvement of UW-Oshkosh in a national consortium to extend liberal education opportunities to blue collar workers.

d. Following up on the Improving Undergraduate Teaching session, a local faculty committee has been active in developing a proposal to create an additional component to the UW-Oshkosh Faculty Development Program focusing specifically on instructional development. In addition, that proposal (now before the Faculty Senate) includes the establishment of a center (with support staff) to foster instructional improvement activities.

It is likely that each of these areas would have developed in the two year project period without the occurrence of the special focus sessions. The impact of bringing external expertise to consult with local faculty working in these developing areas, however, cannot be underestimated. In addition, the special focus session acted as a catalyst to hasten both project conceptualization and decision-making in each of these areas.

Conference on High School - University Cooperative Education Programs
January 11-14, 1977

Sponsored by the University of Wisconsin - Oshkosh
Supported through a grant from the fund for the improvement of Post Secondary Education to the Faculty College, UW - O Faculty Development Program

PURPOSE:

High School-university cooperative programs have existed since World War II. Though some have succeeded, many have experienced tension, frustration, and even failure.

Today, thousands of students in hundreds of high schools are enrolled in such programs and deriving many benefits.

This seminar brings together four outstanding programs from different geographic locations in order to explore the opportunities of these programs.

Educators often ask themselves: "How can I offer special courses for the gifted? . . . How can I provide an opportunity for explore to measure their ability to succeed in college? . . . How can I combat monotonies?"

The University is concerned with the answers to these questions. Through a joint cooperative effort between the University and High Schools, these needs can be met.

FOR FURTHER INFORMATION, CONTACT
DR. KEITH WIELAND
PROGRAM DEVELOPMENT CENTER, UW-O

SESSION I:

TUESDAY, JANUARY 11,1977

Four Models of High School-University Cooperative Education Programs
UW-O Campus

Time: 9:30 a.m. - 12:00 noon
Place: Music Hall, Arts and Communications Building, UW-O Campus

SCHEDULE:

8:30-9:00
Registration and Coffee

9:00-9:15
Welcome
Robert Birnbaum, Chancellor, UW-O

9:15-9:45
The Rationale for High School-University Cooperative Education Programs
James Guthe, Assistant Vice Chancellor for Academic Systems, UW-O

9:45-10:15
Project Advance, Syracuse University
David Chapman, Center for Instructional Development, Syracuse University

10:15-10:30 Break

Thurs., May 26:
Health Care Delivery

Dr. Richard Tompkins, the Director of Health Assessment and Planning for the Cleveland Foundation and formerly affiliated with the Harvard School of Public Health, will address members of the University and Fox Valley communities who are interested or actively involved in health care. He will be discussing the implications for staff development and consumer education of recent and anticipated changes in the health care system. A panel representing health care professionals, health education, and higher education will respond in terms of their perspective.

9:30 - 12:15

Main Hall, Arts and Communications Building, UW-O Campus

8:30 - 9:00
Registration and Coffee

9:00 - 9:30
Presentation by Dr. Richard Tompkins

9:30 - 10:15
Break

10:15 - 11:15
Panel Discussion
Cory Gilmore, Health Sciences, UW-Extension and Public Service
John Palmer, Dean, College of Educ., UW-Oshkosh
Barbara Bonner, Continuing Educ. in Nursing, UW-Extension

11:15 - 12:15
Study Group Seminars

12:15 Luncheon (Dutch Treat)

Leonard Nadler

Dr. Nadler is presently Professor of Adult Education and Human Resource Development, School of Education, The George Washington University. He is also retained in providing assistance to a variety of organizations in individual and organizational development. Among those he has worked with recently are Citizens, General Motors, American Institute of Banking, NASA, Air Force Systems Command, and the World Bank. He is also active in numerous professional organizations and has held offices in many of them. Dr. Nadler has published articles in a wide variety of professional journals and has authored three books on human development.

Ruby Pernell

Dr. Pernell has more than twenty five years experience in social work education and currently holds the Crane Longwell Clyle Chair in Social Work at the School of Applied Social Sciences, Case Western Reserve University in Cleveland, Ohio. She has extensive experience in international social work and spent five years as Social Welfare Attache, U.S. Embassy in New Dehli, India. She has also been very active in the Council of Social Work Education and was a member of its Board of Directors from 1969-1976. Dr. Pernell's wide ranging publications emphasize the influence of cultural orientation to human services delivery.

Arthur Shanley

Since 1968, Mr. Shanley has been responsible for the management development and training activities of Management Resources Associates of Milwaukee (formerly the Milwaukee Employers Association). He is a past president of the Wisconsin Chapter of the American Society for Training and Development, and as a long time member of the state ASTD chapter's Professional Development Committee, and consultant, he has participated in many educational and business training programs.

Richard Tompkins

Dr. Tompkins is currently Director of Health Assessment and Planning for the Cleveland Foundation and was formerly associated with the Harvard School of Public Health and Graduate School of Education. He has extensive experience in researching, planning, and evaluating consumer health education programs and the delivery of health care. Additionally, he has served in a wide variety of consulting positions related to the health care system. Dr. Tompkins' research and publications cover a broad range of areas in the formulation and implementation of health policy.

Conference - Educational and Training Needs and Activities in Health Care Delivery, Social Services, and Business
May 23-26, 1977

Sponsored by the University of Wisconsin-Oshkosh.
Supported through a grant from the Fund for the Improvement of Post Secondary Education to the Faculty College.
UW-O Faculty Development Program.

Alan Knox

Alan B. Knox is Professor of Education, University of Illinois, Urbana-Champaign, with appointments in the Department of Administration, Higher and Continuing Education, and in the office for the Study of Continuing Professional Education. Between 1973 and 1977, Dr. Knox served as Associate Vice Chancellor for Academic Affairs and Director, Continuing Education and Public Service, University of Illinois. He has held a variety of other adult educational teaching, research and administrative positions with public schools, industry, and the Universities of Chicago, Syracuse, Nebraska and Teachers College, Columbia. During the past two decades he has published over sixty articles, chapters, monographs and books. His major research interests include accountational analysis; adult development during young adulthood; appraisal of the needs of professionals for continuing education; and the stability, effectiveness and verifiability of learning strategies of adults. A recently published book, Adult [illegible], has been widely acclaimed as the most comprehensive work available on the topic. Dr. Knox's presentation will be based upon findings presented in that work.

Vivian McCoy

Vivian C. McCoy is Director of the Adult Life Resource Center, Division of Continuing Education at the University of Kansas. She has held a variety of positions in such diverse professions as newspaper, archivist and editorial work, social work, labor economist, public school and college teacher. She has published a number of articles and monographs in recent years focusing on adult life cycles, counseling student wives and continuing education for adults, particularly in life/career planning. Dr. McCoy has also presented a number of adult education training workshops in the Midwest. She is well-equipped to speak on the topic of adult learners, as she completed two advanced degrees within the last six years, including a doctorate in Adult and Occupational Education.

William F. Hill

William F. Hill is Director Emeritus of Mundelein's Weekend College in Residence and is currently on a sabbatical leave. His educational training and experience is in theology and guidance and counseling. He has taught in the Baltimore, Maryland public schools, the College of St. Teresa (Minnesota) and Mundelein. The Weekend College in Residence program, which he developed and directed from its inception in 1974 until this past summer, is considered by many informed persons in American higher education as one of the best such programs in the nation.

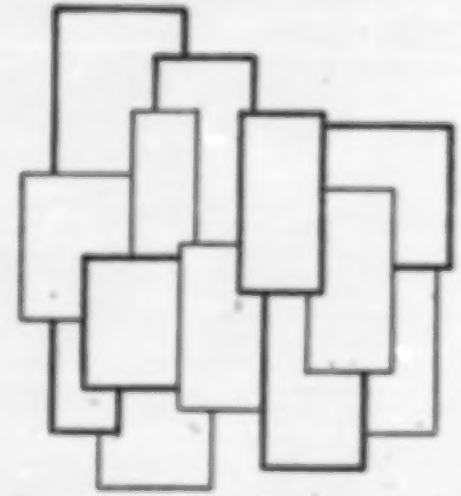
Jesse Hiraoka

Jesse Hiraoka is currently Director of Human Services and Ethnic Studies at Western Washington University in Bellingham. Dr. Hiraoka has served on the faculties of Roosevelt University (his undergraduate alma mater), Portland State (Oregon), California State College, San Bernadino, and is Professor of General Studies at Western Washington. He has presented various papers on foreign languages, particularly in his area of specialty -- French, field-based programs and ethnic minorities. Dr. Hiraoka is co-editor, The Journal of Ethnic Studies. His current research interests are developmental education and human services delivery systems.

Otto Feinstein

Otto Feinstein is currently the Associate of the Vice President for Urban Affairs and Professor of Science of Society, Monteith College, Wayne State University. He was the person responsible for developing the University Studies and Weekend College Program, College of Lifelong Learning at Wayne State. Dr. Feinstein has authored and edited a large number of books and articles, most of which explore the workings of nonmarket institutions and the theory and practice of resource allocation to explicit and implicit value goals of these institutions.

Conference: Strategies for Increasing Access in Adult Education



Sponsored by the University of Wisconsin-Oshkosh
Supported through a grant from the Fund for the Improvement of Post Secondary Education to the Faculty College, UW-O Faculty Development Program.

January 9 & 10

IMPROVING UNDERGRADUTE TEACHING

This conference is funded by a grant from the Fund for the Improvement of Post-Secondary Education and is intended for faculty and administrators at UW-Oshkosh and neighboring institutions. A more extensive description has already been sent to all Oshkosh faculty and academic staff members. Each session will feature a formal presentation by the speakers listed below and a discussion period.

On Monday, Dr. Kenneth E. Eble will speak on "The Mythology of Teaching." Dr. Eble is a Professor of English at the University of Utah and the former director of the Project to Improve College Teaching, which was cosponsored by the American Association of University Professors and the Association of American Colleges under a Carnegie Foundation grant. He is the author of The Craft of Teaching (1976), Professors as Teachers (1972), The Recognition and Evaluation of Teaching (1970), and numerous other books and articles on teaching and literary criticism.

On Tuesday, Dr. Mary Lynn Crow will speak on "Lecturing and Alternatives to the Lecture." Dr. Crow is an Associate Professor of Education at the University of Texas at Arlington, director of the UTA Faculty Development Resource Center, and executive director of the Professional and Organizational Development Network in Higher Education. She has written articles and made numerous presentations on lecturing, academic stress, and faculty development and is the author of Teaching on Television (1977) and Faculty Development Centers in Southern Universities (1976).

On Wednesday, Dr. Alan R. Shucard will speak on "Alternative Strategies for Improving Teaching." Dr. Shucard is an Associate Professor of English at the University of Wisconsin-Parkside and is the director of the UW-P Center for Teaching Excellence. He is his institution's representative to the Project on Institutional Renewal Through Improvement of Teaching, a consortium funded by the Fund for the Improvement of Post-Secondary Education, and a member of the Core Committee of the Professional and Organizational Development Network in Higher Education. He is the author of several volumes of poetry, literary criticism articles, and a recent Liberal Education article on faculty development in the humanities.

Date	Time	Place
May 22-24	9:00--12:00	Reeve Union Lounge

ANDROGYNY IN LITERATURE AND LIFE

Annis Pratt, literature professor at the University of Wisconsin-Madison, will talk about the concept of androgyny and its manifestations in literature. The concept of androgyny has been revived as a consequence of research in women's studies. Many scholars have found it a useful model for analyzing sex roles; others question its validity as a scholarly tool and even its existence in human life. Discussions of the topic have tended to generate lively exchanges of ideas. Faculty in many disciplines will find this a useful topic; those in psychology and literature will find it essential to understanding or criticizing some of the new research in their fields. This program is sponsored by Women's Studies.

Date	Time	Place
May 22	10:15--12:30	Dempsey 301

THE UNIVERSITY AND THE REGIONAL COMMUNITY

The greater Fox River Valley is a complex, highly interdependent region and the University is an important resource within this region. In this session, faculty members will have an opportunity to consider the evolving role of the University in this region with knowledgeable community leaders. Presenters will be William Frueh, city manager of Oshkosh, Helen Kenney, executive director of the Winne-Fond Consortium, Allen Guentzel, College of Business executive in residence and former Kimberly-Clark employee, and Jerry Alexander, executive director of the Health Systems Agency of the Lake Winnebago Area. Each presenter will comment on the regional role of the university and make suggestions about ways in which needs within the region could be more fully met by the University. There will be ample time for discussion and comment. Responding faculty members will be Nancy Elsberry, College of Nursing, Don Jorgenson, College of Education, Pete Ward, College of Business, and Stephen Hintz, Office of Grants.

Date: May 22 Time: 1:30--4:30 Place: Reeve 215

B. Participation By Faculty From Other Institutions

1. Project Activities

This project activity was intended to bring faculty from other institutions who might be interested in the special focus session, or exploring the concept of Faculty College and the Oshkosh Calendar Plan in general to UW-Oshkosh for an extended period of time. Letters of invitation were sent to a semi-random selection of twenty-five post-secondary institutions that had expressed interest in faculty development programs during a comprehensive national survey conducted by John Centra of the Educational Testing Service. Those letters informed the institutions about the UW-Oshkosh Faculty Development Program and invited them to send a representative to Oshkosh to observe and participate in the program. The list of those individuals participating is attached to this section of the final report.

A special Faculty College workshop session titled the Oshkosh Calendar Plan was designed for and presented to this group of visitors. That workshop (typically six sessions) treated the following topics:

- The feature of the Oshkosh Calendar Plan
- The UW-Oshkosh Faculty Development Program
- Impact of implementation on academic programs, support services, extramural grants
- Evaluation of Faculty Development Programs
- Relationship of institutional planning to faculty development
- Matrix staffing systems and their relationship to faculty development

In addition to the special workshop (typically scheduled in the early morning and late evening hours, so as not to conflict with the other Faculty College sessions), tours of campus facilities, meetings with key administrators, etc., were scheduled. A typical participant schedule is attached.

In response to inquiries from individuals not specifically invited to participate in the workshop under FIPSE participant support, we made the two 1978 workshops available to interested parties on a cost basis through our Division of Continuing Education. (A brochure describing the workshop is attached.) The response to this form of participation was limited.

2. Attendance

The project proposal included provisions for 30 external visitors to attend our Faculty College each year. Twenty-three individuals participated in the first year of the project; 43 individuals in the second year. A limited number of second year participants attended without direct FIPSE support (see attachment). In total, 51 institutions sent representatives to the Faculty College with FIPSE support.

3. Responses of Those Attending

The Oshkosh Calendar Plan workshop was evaluated by project participants using a 10-item evaluation form that is standard for UW-Oshkosh Faculty College sessions. The responses to that evaluation instrument are displayed in Table II of the Evaluation Report. Generally speaking these ratings are significantly

higher than typically is the case for Faculty College sessions, and are solid evidence that the Oshkosh Calendar Plan workshop was generally well received. This was further supported by a great deal of qualitative feedback from project participants over the two-year period.

4. Participant Schedule

A descriptive section of the brochure used to advertise the special workshop to individuals who wished to attend at their own expenses and the participant schedule for the fourth workshop follows.

FOURTH SEMI-ANNUAL WORKSHOP

MAY 21-24, 1978

Sponsored by the

FACULTY DEVELOPMENT PROGRAM

AND THE

DIVISION OF CONTINUING EDUCATION

OF THE

UNIVERSITY OF WISCONSIN-OSHKOSH

This workshop will draw upon the experiences learned in planning and implementing the Oshkosh Faculty Development Program and the related parts of the university. It will relate faculty development with the following:

* improving undergraduate instruction
* planning instructional programs
* allocating institutional resources
* funding faculty development activities
* encouraging faculty to seek external grants
* evaluating program effects

Participants will receive concrete guidelines and will be assisted in adapting ideas to their own institutions. Active participation by everyone in attendance will be encouraged.
FEATURED GUEST SPEAKER: Dan "Ed" Fife, Professor of English, University of Utah. Dr. Fife is noted for his contributions to the improvement of teaching and literary criticism. He directed the AAUP/FIPSE Project to Improve College Teaching. His bibliography includes: The Craft of Teaching (1976), Professors as Teachers (1972), The Recognition and Evaluation of Teaching (1970), A Perfect Education (1968), and a regular column on "Teaching" in the Chronicle of Higher Education (1973-75). Marvin Lynn Cross, Associate Professor of Education, and Director of the Faculty Development Resource Center, University of Texas at Arlington, Executive Director of the National Professional and Organizational Development Network. Dr. Cross was named the outstanding teacher at UTA (1972) and a Piper Professor (1975). Her publications include Teaching on Television (1977) and Faculty Development Centers in Southern Universities (1976).
WORKSHOP LEADERS: Dr. Janet E. Dustin, Assistant Vice-Chancellor for Academic Systems, and chairman of the Faculty Development Board; Dr. William R. Nester, Research Associate, Faculty Development Program.
SCHEDULE: The workshop begins at 7:00 p.m. Sunday, May 21, and ends at noon Wednesday, May 24.

Partial support for this workshop is furnished by the Fund for the Improvement of Post-Secondary Education.

THE OSHKOSH PROGRAM

The Oshkosh Faculty Development Program is designed to encourage professional growth of UW-Oshkosh faculty members through a system of positive incentives and a supportive environment. It attempts to stimulate adaptations to changing environments without relying on new resources. It encompasses instructional, organizational, and personal development through the following activities:

* curriculum development projects
* research projects
* pilot teaching efforts aimed at new learning audiences
* on-campus and off-campus workshops and seminars
* interdisciplinary institutes
* extended professional development leaves
* work in other settings in order to gain relevant experience

Utilization of a unique academic calendar by the faculty to make better use of their time enables the university to allocate more than $200,000 per year in support of these activities. Grants from the Fund for the Improvement of Post-Secondary Education, the National Science Foundation, the Lilly Endowment, and other sources supplement the basic institutional funds.

The Faculty Development Program operates in the context of a major institutional planning process, a flexible academic calendar which allows new and traditional approaches to teaching, and a variety of support services which aid the faculty in their developmental efforts.

The entire program is an attempt by an established, state-supported university to revitalize itself and meet the challenges of the future within existing resources. Evaluation by internal and external teams were conducted after the first two years of the program (1975-1977) and another, more comprehensive study is under way.

COMMENTS ON PREVIOUS WORKSHOPS

"THANK YOU for the opportunity to learn more about your comprehensive Faculty Development Program. Your trail blazing will save time, energy and blunders for the rest of us."--Prudence Dyer, Drake University, workshop participant.
"I GOT A GREAT DEAL from the meeting and appreciate the tremendous task you have undertaken. We certainly got some ideas that will be of assistance to us."--Robert Kunerly, University of Northern Colorado, workshop participant.
"(THE OSHKOSH PROGRAM) has been well-planned with clear goals, objectives, strategies and action plans."--Woodrow Nichols, North Carolina Central University, workshop participant.
"ONE OF THE BEST workshops I have attended. It was both very applicable and stimulating."--William Anderson, Carl Sandburg (Community) College, workshop participant.
"WHAT WOULD BE was the way in which all the facets come together to establish a worthwhile and workable system for the benefit of faculty, students, and administrators. It was extremely beneficial to learn how your university has learned to adjust."--Nancy Hunt, Bowling Green State University, workshop participant.
"Oshkosh is one of the three most educationally exciting places in the country."--Harold

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* These individuals participated in the program at their own institution's expense.

Faculty College

Faculty Development Workshop
University of Wisconsin-Oshkosh
January 8-11, 1978

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May, 1978
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Faculty Development Workshop
University of Wisconsin - Oshkosh

SCHEDULE

Sunday, May 21

2:00 Registration (Main Lobby, Pioneer Inn)
6:00 Dinner (Roundhouse Room, Pioneer Inn)
7:00 Workshop session led by Jim Guethe (Roundhouse Room, Pioneer Inn)

Monday, May 22

7:00 Breakfast (Bellevue Room, Pioneer Inn)
7:45 Workshop session led by Jim Guethe (Roundhouse Room, Pioneer Inn) -- coffee and donuts available
8:45 Leave for campus (main entrance, Pioneer Inn)
9:00 Faculty College: "Improving Undergraduate Teaching" with Kenneth Eble as speaker (Reeve Memorial Union Lounge)
12:15 Luncheon (Wisconsin Room, Reeve Memorial Union)
1:30 Faculty College: "The University and the Regional Community" (Reeve 215) - 3 hrs.
Tour of Program Development Center and Photo/Graphics (Polk 7) - ½ hr.
2:00 Demonstration of Library Circulation System (Polk) - ½ hr.
2:30 Tour of Halsey Resources Center (Halsey 259) - ½ hr.
3:00 Demonstration of Continuous Registration System (Dempsey 30) - 1 hr.
3:30 Tour of Testing Center (Polk 1) - ½ hr.
4:00 Tour of Computer Center (Dempsey 7) - ½ hr.
Tour of TV Studio (Clow 242) - ½ hr.
4:45 Leave for Pioneer Inn (Main entrance, Polk library)
6:00 Dinner (Roundhouse Room, Pioneer Inn)
7:00 Workshop session led by Cliff Wood and Bill Mahler. (Roundhouse Room, Pioneer Inn)

Tuesday, May 23

7:00 Breakfast (Bellevue Room, Pioneer Inn)
7:45 Workshop session led by Bill Mahler (Roundhouse Room, Pioneer Inn) -- coffee and donuts available.
8:45 Leave for campus (Main entrance, Pioneer Inn)
9:00 Faculty College: "Improving Undergraduate Teaching" with Mary Lynn Crow as speaker (Reeve Lounge).
12:15 Luncheon (Wisconsin Room, Reeve Union)
1:30 Faculty College: "Controversial Issues in Science" (Polk 23) - 1 hr.
Tour of Program Development Center and Photo Graphics (Polk 7) - ½ hr.
Demonstration of Continuous Registration System (Dempsey 130) - 1 hr.
Demonstration of Library Circulation System (Polk) - ½ hr.
2:00 Tour of Testing Center (Polk 1) - ½ hr.
Tour of University Publications (Dempsey 237) - 1 hr.

2:30 Tour of Halsey Resources Center (Halsey 259) - ½ hr.
Tour of Computer Center (Dempsey 7) - ½ hr.
3:15 Leave for Pioneer Inn (Main entrance, Polk library)
6:00 Dinner (Roundhouse Room, Pioneer Inn)
7:00 Workshop session led by Steve Hintz, Jean Pelletiere, and Ed Angus (Roundhouse Room, Pioneer Inn)

Wednesday, May 24

7:00 Breakfast (Bellevue Room, Pioneer Inn)
7:45 Workshop session led by Jim Cueths (Roundhouse Room, Pioneer Inn) -- coffee and donuts available.
9:00 Faculty College: "Improving Undergraduate Teaching" with Alan Shucard as speaker (Reeve Lounge).
12:15 Luncheon (Wisconsin Room, Reeve Union)

Transportation to Pioneer Inn and/or airport will be arranged as needed.

C. Alternative Models For Faculty Development

1. Project Activities:

This phase of the project and its outcome is fully described in a monograph that is in prvparation (a draft of this document has been filed with this final report). Although project activity is continuing through direct institutional support, the following summarizes activity and results to date.

In early spring, 1978, the project director and an associate travelled to the four institutions (Ball State University, Indiana; Drake University, Iowa; North Carolina Central University, North Carolina; and Sauk Valley College, Illinois) that had agreed to participate with UW-Oshkosh in this phase of the project. In these visits, the state of faculty development practices at the four institutions was assessed, and comparative information for all five institutions was collected.

In April, 1978, teams of five to seven individuals from each participating institution (typically including a chief academic officer, a budget officer, and several faculty) participated in a 3-day interactive workshop at Oshkosh in which both long-range and short-range planning for their respective faculty development programs was achieved. The results of these efforts were forwarded to the project director for analyses.

In June, 1978, the project director worked with Dr. Steve Phillips, the project consultant (from the University of Puget Sound) and analyzed both current and projected faculty development practices.

and the plans for change within the context of the change models recently developed by Jack Lindquist (Strategies For Change, Pacific Soundings Press (1978)). Using that evaluative framework, a draft monograph on the subject has been forwarded to all participating teams for their critique, use in changing their planning, etc. The feedback from these teams will be used to prepare the final draft of the monograph. A follow-up visit to all participating campuses by the project director is also projected (perhaps in Spring, 1979).

2. Outcomes

Although this project phase is continuing, a variety of outcomes are apparent. Planning for improvement/change of faculty development practices is now proceeding within some sort of framework that supports analyses and evaluation. The cross communication between the five participating institutions has broadened perspectives and led to clearer conceptions about what can reasonably be accomplished in these areas. Most importantly, faculty development practices are advancing in the five participating institutions as can be easily seen from a study of the draft monograph.

D. Assess the Effectiveness of the Interinstitutional Multiplier Strategies

This phase of the project and its outcomes is fully described in the formal Evaluation Report that is submitted with this final report. All activities scheduled for completion in the project are treated therein.

The conclusions of that report can be summarized as follows:

The effectiveness of this type of strategy has been difficult to assess within the short time frame of the project period. Results are definitely mixed. The responses of individuals participating in the workshops and interinstitutional visits were very positive, but it is difficult to translate that position response into progress toward institutional change. While some progress in developing faculty development practices at participating institutions is evident, the direct translation of participation to progress cannot be documented. It is also probable that the time periods associated with significant change in post-secondary institutions is much longer than the time period of this project.

III. Summary of Outcomes

The project proposal identified eight specific outcomes to be anticipated as a result of project activities. A comparison of anticipated and actual outcomes is given below.

ANTICIPATED (FROM PROJECT PROPOSAL)	ACTUAL
1. UW-O faculty will continue to support the (Faculty College) program, participate in it, and identify it as a major contribution to their own professional development. Evaluation data will demonstrate that faculty identify the experience as increasing their satisfaction in their association with the university.	1. The Faculty College at UW-Oshkosh has matured during the two years of the project, and is now entering its fourth year of operation. Participation rates of faculty have stabilized (typically 40% of the UW-Oshkosh faculty and staff attend one or more programs) and session evaluations continue to be very positive.

ANTICIPATED (FROM PROJECT PROPOSAL)	ACTUAL
2. Nationally normed instruments such as the Institutional Functioning Inventory will show an improvement in faculty and student attitudes related to such university functions as undergraduate teaching, concern for advancing knowledge, concern for innovation, and institutional esprit.	2. The IFI has not been administered in the project period, although it may be scheduled for spring, 1979. A formal evaluation of the Oshkosh Calendar Plan by Blackburn Associates of the University of Michigan found that the Faculty Development Program (of which Faculty College is a prominent part) is particularly well received by faculty.
3. A stable, effective budget and operations pattern for Faculty College will evolve that makes efficient use of resources yet provides ample opportunity for program innovation and support of the special focus sessions.	3. This outcome has been realized. The budget for the Faculty Development Program has just recently been increased by $15,000 per year to accommodate expenses of offering a balanced group of sessions.
4. Faculty participants from UW-O and external institutions will rate the special focus sessions as a particularly effective and efficient way to inform new post-secondary program development efforts.	4. This project outcome was achieved. As indicated in the formal Evaluation Report, "All sessions were positively evaluated by participants with the more participatory ones being more positively regarded." An unexpected outcome was the positive effects on academic program development at UW-Oshkosh (see II.A.).

ANTICIPATED (FROM PROJECT PROPOSAL)	ACTUAL
5. Faculty participants from external institutions will receive the Faculty College experience favorably. UW-O faculty will be aware of the external participants and view their involvement in the program positively.	5. This project outcome was realized. The formal Evaluation Report stated that "all (participants) indicated that they derived some benefit (from participation) as somewhat to very worthwhile."
6. Other institutions will initiate Faculty College programs of their own, transplanting conceptual and operational elements to their environments to augment their faculty development efforts.	6. To our best knowledge, none of the institutions represented by the project participants have actually implemented a Faculty College program. Several are discussing this issue; as a result of the success of the Oshkosh Program and the FIPSE project, the UW System is now implementing a Faculty College model on a System-wide basis. It is likely that the logistical and administrative problems in establishing a Faculty College require more than one year to solve.
7. A deliberate, systematic attempt to institutionalize change using different institutional models will	7. This outcome was achieved. Each of the five institutions represented in the alternate models

ANTICIPATED (FROM PROJECT PROPOSAL)	ACTUAL
7. (continued) be apparent within the institutions participating in the alternate models activity.	7. (continued) activity is approaching the change process in a systematic way. Whether or not these strategies will be successful remains to be seen.
8. The general effectiveness of Faculty College as an inter-institutional multiplier strategy for change and innovation will be assessed.	8. As indicated in the formal Evaluation Report, results in this outcome area are mixed. Change in institutions as complex as those represented in this project comes slowly; it is yet too early to determine if this outcome will be realized.

As might be expected, some anticipated project outcomes were fully realized, others less so. A variety of desirable unanticipated project outcomes were realized. Approximately one-hundred individuals from over fifty institutions interested in faculty development had an opportunity to discuss problems and issues of mutual concern in a structured environment. An informally linked faculty development network is the result, and frequent communications between elements of that network on faculty development matters is continuing. The UW-O participants in the project (including the project director) learned a great deal about institutional functioning, change processes, and faculty development practices at other institutions. Project activities accelerated program development on the UW-Oshkosh campus to a much greater degree than had been anticipated.

While not every anticipated project outcome was achieved during the project period, all still may be. The project may have been a bit optimistic regarding the rate of which significant change can permeate a post-secondary institution. The results to date, however, clearly suggest that the basic processes for accelerating change demonstrated in this project are effective.

FINANCIAL STATUS REPORT

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT	2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER
DHEW, Office of Education	G007603840

3. RECIPIENT ORGANIZATION	4. EMPLOYER IDENTIFICATION NO.	5. RECIPIENT ACCOUNT NO. OR IDENTIFYING NO.	6. FINAL REPORT	7. BASIS OF REPORT
University of Wisconsin-Oshkosh 800 Algoma Blvd. Oshkosh, WI 54901	1-396006461-A8	44-02-69001	☒ YES ☐ NO	☒ CASH ☐ ACCRUED EXPENDITURE

8. PROJECT PERIOD (Month, Day, Year)		9. REPORT PERIOD (Month, Day, Year)	
FROM: 7 / 1 / 76	TO: 6 / 30 / 78	FROM: 7 / 1 / 77	TO: 6 / 30 / 78

10. STATUS OF FUNDS	PROGRAM - FUNCTION - ACTIVITY (a)	(b)	(c)	(d)	(e)	(f)	TOTAL
a. Total outlays previously reported	-0-						-0-
b. Total program outlays this period	31,276						31,276
c. LESS: Program income credits	-0-						-0-
d. Net program outlays this period	31,276						31,276
e. Total program outlays to date	31,276						31,276
f. LESS: Non-Federal share of program outlays	7,300						7,300
g. Total Federal share of program outlays	23,976						23,976
h. Total unpaid obligations	-0-						-0-
i. LESS: Non-Federal share of unpaid obligations	-0-						-0-
j. Federal share of unpaid obligations	-0-						-0-
k. Total Federal share of outlays and unpaid obligations	23,976						23,976
l. Total Federal funds authorized	23,976						23,976
m. Unobligated balance of Federal funds	-0-						-0-

11. INDIRECT EXPENSE: a. TYPE (PROVISIONAL / PREDETERMINED / FINAL / FIXED)	b. RATE	c. BASE	d. TOTAL AMOUNT	e. FEDERAL SHARE
	8%	22,200	1,776	1,776

12. REMARKS (Attach additional sheets if necessary)	13. Certification: I certify that to the best of my knowledge and belief this report is correct and complete and that all outlays and unpaid obligations are for the purpose set forth in the grant award documents.		
	TYPED OR PRINTED NAME AND TITLE: Carl F. Singer, Executive Director, Financial	TELEPHONE (AREA CODE / NUMBER / EXT.): 414 / 424-0400	
	SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL: Carl F. Singer	DATE REPORT IS SUBMITTED: 9/14/78	

STANDARD FORM 269 (REV. 7-76)

-30-